

Student Engagement & Check for Understanding

Presentation Link

<http://bit.ly/34dkYjU>



Indiana
DEPARTMENT OF
EDUCATION



@EducateIN

Working Together for Student Success



Today's Objectives

- ❑ Participants will be able to define student engagement.
- ❑ Participants will be able to identify the five levels of engagement and explore how they can move their students toward authentic engagement.
- ❑ Participants will understand what Check for Understanding is and why it is an important part of the teaching and learning process.
- ❑ Participants will apply student engagement and Checks for Understanding to utilize, add them to current lesson plans, and identify how they will be held accountable for implementation.



How do you define “Student Engagement”?

Talk to your table about what you believe student engagement means.



Together create your table’s definition of student engagement.



Appoint a “spokesperson” to share out your definition with the group.



@EducateIN

Indiana Department of Education



In education, student engagement refers to the **degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught**, which extends to the level of motivation they have to learn and progress in their education.

The Glossary of Education Reform



@EducateIN

Indiana Department of Education



Five Levels of Engagement

Authentic

highest level,
intrinsically
motivated

Ritual Compliance

want to do well and
please, more
extrinsically
motivated

Passive Compliance

do not want any
extra work, avoids
negative
consequences

Retreatism

disengaged,
noncompliant,
defiant, does not
disrupt others'
learning

Rebellion

disengaged,
noncompliant,
defiant, and does
disrupt others'
learning



Three categories to determine the engagement of your classroom

Schlechty (2002)

Engaged Classroom

all students are authentically engaged some or most of the time, rarely see retreatism or rebellion



Compliant Classroom

most students appear to be working, little observation of rebellion but may see retreatism

Off-Task Classroom

retreatism and rebellion readily observed, teachers spend bulk of time dealing with rebellious students



How do we move students towards authentic engagement?



Click to access video.

How do we increase student engagement?



10:2 Method

Have students
write questions
about topic being
covered.

Have students
write facts about
what they have
learned.

Discuss content
with classmates.

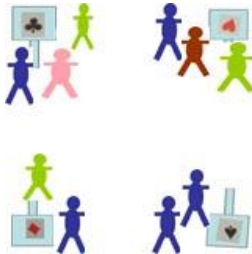
For every 10
minutes of
instruction, provide
2 minutes to
process and
respond.



Movement

4-Corners

Move to a certain spot in the room-i.e. corner A,B,C, or D



Whiteboards
Write answer on whiteboard



Require students to move when responding to a question.

Stand Tall
Stand when finished



Provide frequent and effective feedback

Students want to
know how they are
doing just like
teachers do!

Good Feedback
=
Improves
Student Learning



Allow 5-7 seconds of “Think Time”

Ask a question, give the “think time” and then randomly draw a name to answer the question.

Names on sticks



Wheel of names



Great site of ideas



3-2-1 Method

At the end of the lesson, have students:

Record 3 things they learned.

Record 1 question they have.

3-2-1	Name:
3 things I learned today	
2 things I now want to learn more about	
1 question you now have	

Record 2 interesting things.



Find Your Match

Rhyming Words

Synonyms/Antonyms

Words/Definitions

Uppercase/Lowercase
Letters

Hand out one card/puzzle piece to each student. Have them get up and find the student with the matching piece in the room.

Problem/Solution

Main Idea/Details

Math Problem/Answer



What is Check for Understanding?

It is an important step in the teaching and learning process.


It is part of a formative assessment system that allows teachers to:

1. identify learning goals.
2. provide students feedback.
3. plan instruction based on students' errors/misconceptions.



Know the Difference Between a Mistake and a Misconception

$2+2=5$



Mistake

- Mistakes are typically due to a lack of attention.
- Once pointed out, a mistake is usually easily corrected.
- Mistakes are usually seen as uncharacteristic because you have seen the student be successful previously.

Learner usually lacks the knowledge necessary for the skill.

When alerted, learner isn't quite sure what to do next.

Identifying and confronting misconceptions is an important part of the learning process.

Misconception



Benefits of Check for Understanding



Allow teachers to address mistakes and misconceptions as they are revealed through a check for understanding.

Teachers can provide focused instruction based on students' needs.



Teachers can provide guided instruction based on assessment information.

Teachers can provide learners independent learning time if they have demonstrated they are ready.



Ways to Check for Understanding



Here are some quick
and casual ways to
determine each
student's
understanding!



Use Check Marks

Provides a visual reminder to check self for understanding.

Print on colored card stock, and laminate for long-lasting durability!
Each student can keep a "Check for Understanding" check mark in his/her book box!



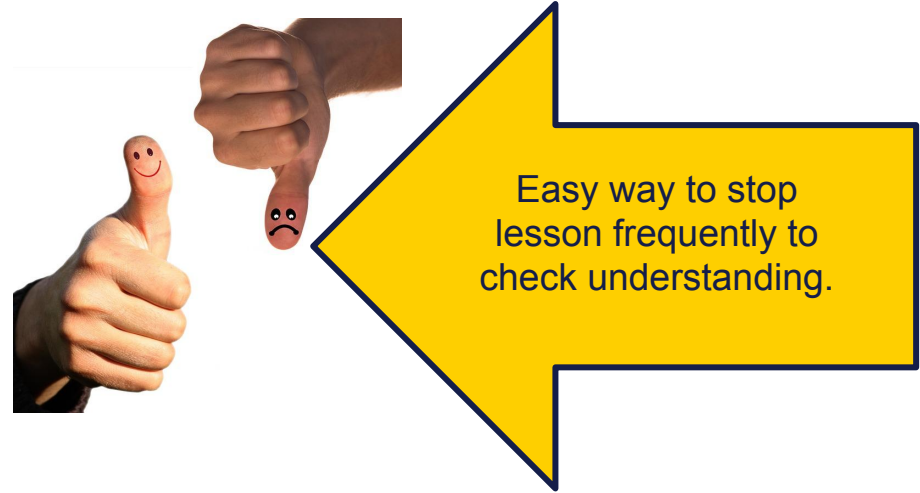
Can add stems to stimulate thinking.



Mrs. Beattie's Classroom

Thumbs Up/Thumbs Down

Quick and easy way
to make sure all
students are on the
right track.



Hold your fist in front of your chest. Give me
a thumbs up/thumbs down if you think you
can embed this technique in a lesson.



@EducateIN

Indiana Department of Education






Exit Tickets

EXIT TICKET

Name: _____ Date: _____

Question: _____

Rate your understanding of today's learning goal (Circle One):

I Understand I Understand A Little I Do Not Understand

Teacher's Note Section

Check One Below:

☐ Met Learning Goal

☐ Progressing toward Learning Goal

☐ Did not meet Learning Goal

Teacher Comments:

Student Work

Student Rating

Teacher Feedback



Talk at your table about what you would want in an exit ticket.

Keep it simple. Hand out a post-it, have question related to today's lesson on the board. Students write their name and answer, then they hand you the post-it. You can sort into piles of the understanding demonstrated.



@EducateIN

Indiana Department of Education



Flash Whiteboards

1. One quick question.



2. Do a quick sweep of answers while students hold up.

3. Pull students together that need a re-teach.

Did you know that you can write on desktops with dry-erase markers?

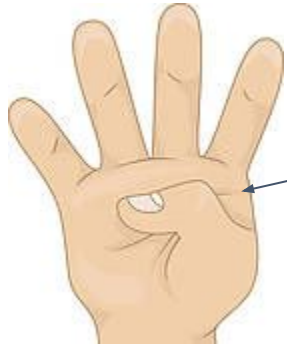


@EducateIN

Indiana Department of Education



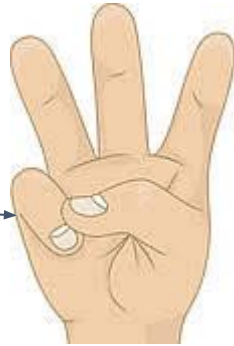
Four-Finger Rating



I understand and
can teach a
friend.



I am still a little
confused.



I understand.
I can do it by
myself.

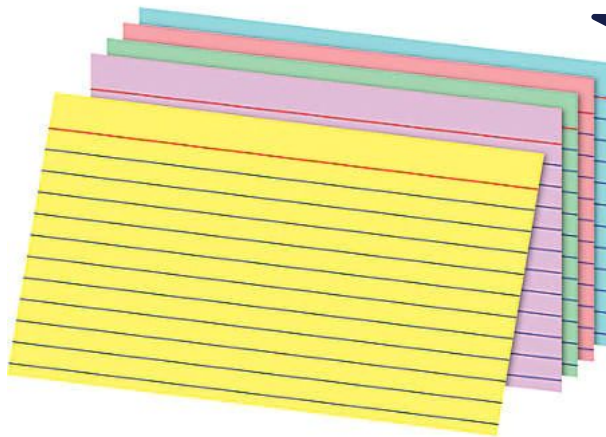


I do not
understand the
concept.



Quick Write

Answer one
question
using open-ended
response.



Share answer with
a partner or
collect to
review.



@EducateIN

Indiana Department of Education



Rally Robin

RallyRobin



1. Teacher poses an open-ended question.

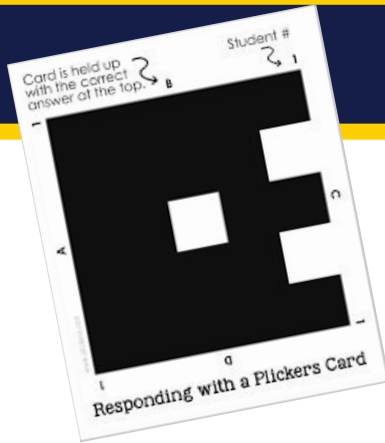
2. Students given "think time."

3. Partners take turns verbally listing responses.

4. This is an excellent strategy for a variety of learners, especially ELL.



Technology



Here is just one example:
Plickers

Plickers was made by a teacher.

It is a very quick and simple way to check for understanding.

It allows for on-the-spot collecting of formative assessment data.

Each student given a card with a unique visual code.

The code has 4 sides (labeled A, B, C, and D).

Student rotates card so their answer choice is at the top.

Using the mobile app, the teacher scans each card and results are anonymously compiled.



@EducateIN

Indiana Department of Education



Let's See Plickers in Action!



Click to access video.



@EducateIN

Indiana Department of Education





Click to access the
article.



@EducateIN

Indiana Department of Education



engage^{ny}

Edu^lastic

Click to access video.



@EducateIN

Indiana Department of Education



What's Next After I Checked?

Quickly
correct
mistakes.

Reteach could be
immediately, small
group next day(s),
groups at lunch,
etc.

Use data to
craft a reteach
lesson
targeting
specific needs.



Helps you to
know students
who need pushed
because already
mastered content.



@EducateIN

Indiana Department of Education



Let's See Some Strategies in Action...



Let's Practice!

Check
Marks

Thumbs
↑ ↓

Exit
Ticket

White-
boards

Think of your class. Talk at your table about how you could use each of these strategies to check for understanding throughout your lessons.



Pick three-four you can commit to using and add them to your lesson plan template.



Make a plan. How/Who will hold you accountable to embedding these throughout your day?

4-finger

Quick
Write

Rally
Robin

Tech.



@EducateIN

Indiana Department of Education



Application Time

Use your current lesson plans and discuss how you can implement these ideas in your classroom.

